

DOCUMENT RESUME

ED 376 362

CE 067 675

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TITLE Teach Your Children: Learning Differences. Final Report.
INSTITUTION TIU Adult Education and Job Training Center, Lewistown, PA.
SPONS AGENCY Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE 30 Jun 94
CONTRACT 98-4038
NOTE 77p.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Adult Basic Education; Advocacy; *Cognitive Style; *Communication Skills; *Evening Programs; Learning Processes; *Parents as Teachers; *Parent Workshops; Program Development; Program Effectiveness; *Self Esteem; Skill Development
IDENTIFIERS 353 Project; Pennsylvania

ABSTRACT

A three-part series of evening workshops was designed to help adult basic education (ABE) parents identify learning styles and develop communication and advocacy skills, assertiveness, and self-esteem. At the workshops, instructors from the center presented an adaptation of curriculum on self-esteem for parenting developed by the Center for Literacy in Philadelphia. The workshops also included learning activities, discussions, and guest speakers who encouraged parents to recognize learning skills and develop advocacy and communication techniques. According to pre- and postassessment data regarding the 18 parents, the workshops provided parents with information that they could use with their children in identifying learning styles and improving study habits, and it helped them improve their self-esteem and advocacy skills. (Appendixes constituting approximately 80% of this document contain the following for each workshop: workshop outline, handouts, learning activities, worksheets, participant evaluation form, and the precourse/postcourse questionnaire.) (MN)

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ED 376 362

TEACH YOUR CHILDREN: LEARNING DIFFERENCES

Final Report
by

Allison L. Fisher
Penny Willard

93-94

June 30, 1994

TIU Adult Education and Job Training Center
1 Belle Avenue MCIDC Plaza Bldg. 58
Lewistown, PA 17044

PDE 353 Project #98-4038 \$4928

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TABLE OF CONTENTS

Abstract	1
Introduction	2-4
Statement of Problem	5-6
Goals and Objectives	7
Procedures	8
Results	10
Evaluation	11
Dissemination	12
Conclusion/Recommendations	13
Appendices	

ABSTRACT PAGE

Title: Teach Your Children: Learning Differences

Project No.: 98-4038

Funding: 4928

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Lewistown, PA 17044

Purpose: "Teach Your Children: Learning Styles" addressed state priority C.2, a grant supporting local project needs. A three-part series of evening workshops, it helped ABE parents identify learning styles, communication and advocacy skills, and assertiveness and self-esteem.

Procedures: The three "Teach Your Children: Learning Differences" workshops were facilitated by instructors of the Adult Education and Job Training Center. The adaptation of "Self-Esteem for Parenting", a curriculum developed by the Center for Literacy in Philadelphia, consisted of learning activities, discussions, and guest speakers who encouraged parents to recognize learning skills and to develop advocacy and communication techniques. The audience targeted was 15-20 ABE parents who expressed a desire to develop communication, study, and advocacy skills. A final report including curriculum outline was produced.

Summary of Findings: Evaluation of the project was based upon several factors: 1) modification of "Self-Esteem for Parenting." This program was utilized in preparing the three workshops. 2) serving 15-20 ABE parents during the program year. This number was exceeded as 18 parents attended. 3) pre- and post-assessment data. Post-assessment data showed that not only did parents gain information which they could use with their children in identifying learning styles and improving study habits, but they also developed more positive self-esteem which will help them to do the same for their children. Advocacy skills were also enhanced. 4) a final report. A final report was produced.

Comments: The value of this project is high. It is recommended for use with other groups. Parents gained important insight into the area of learning differences and came away from the workshops with activities to use with their children.

Products: A final report was disseminated by the Pennsylvania Department of Education, AdvanceE, and Tuscarora Intermediate Unit.

TEACH YOUR CHILDREN: LEARNING DIFFERENCES

INTRODUCTION

"Teach your Children: Learning Differences" addressed priority C.2, a grant supporting local project needs. This project developed and delivered a series of three evening workshops for 15 - 20 ABE parents on identifying learning styles, communication and advocacy skills in the schools, and assertiveness and self-esteem. Childcare was provided for the program, which was an adaptation of "Self-Esteem for Parenting," developed by Rose Brandt and Tessa Lamont of the Center for Literacy in Philadelphia.

The project was developed because of an ever increasing awareness of staff that our students did not feel comfortable addressing the learning problems of their children with teachers and school administrators. Most of these students were also unaware of the way in which they learned best. By covering such issues as advocacy and self-esteem, as well as using various learning style inventories, parents were able not only to help their children learn better, but also to feel capable of addressing such issues with the schools.

The time frame for the project was as follows:

Time Schedule 7/1/93 - 6/30/94

July, August, September - Planning curriculum

October, November, December - Workshops

January, Feb., March, April, May - Follow-up

June - Final Report

The Project Director was Carol Molek. Ms. Molek directs programs at the TIU Adult Education and Job Training Center. Ms. Molek has over 10 years experience directing adult programs and developing curriculum for the Intermediate Unit. Ms. Molek directed the project, supervised the other personnel involved, was responsible for maintaining the planned time frame, recruited speakers, and reported to and communicated with the Department. Ms. Molek was responsible for organizing and planning meetings, overseeing the workshops, and analyzing the information presented.

Project Instructors were Penny Willard & Allison Fisher. Ms. Willard has been an instructor for the Center for 6 years. She is a Lifeskills and basic skills instructor. Ms. Fisher has been with the Center for 1 year & previously was a Vista volunteer in a Kentucky Literacy Program.

The audience benefitting from the project are all students who were directly involved in the workshops. The children of these students have also benefitted from the information that their parents received. Practitioners in the state will benefit from a review of this project & possible local replication.

Permanent copies of this report can be obtained from:

Bureau of Adult Basic and Literacy Education Programs
Pennsylvania Department of Education
333 Market Street
Harrisburg PA 17126-0333

and

Advance
Pennsylvania Department of Education
333 Market Street
Harrisburg, PA 17126-0333

"Teach Your Children: Learning Differences" was administered by the Tuscarora Intermediate Unit No. 11. The TIU is a local education agency which provides educational and management services to 9 school districts and 3 area vocational technical schools in Fulton, Huntingdon, Juniata, and Mifflin Counties.

The Intermediate Unit operates or oversees all Adult Center programs at the TIU Adult Education and Job Training Center. Center Programs have included 306/322 ABE and GED programs; ACT 143 Program; the GED Alumni Association; various JTPA Programs; Carl Perkins project for single parents and displaced homemakers; and 43 310/353 special projects, including the Region 5 Staff Development Center.

"Teach Your Children: Learning Differences" was based at the TIU Adult Education and Job Training Center in Lewistown, Mifflin County. The Adult Center is the home of a wide variety of adult education programs meeting the needs of area adults. The Center celebrated its 10th year of operation this year.

STATEMENT OF PROBLEM

Why train ABE parents in school advocacy skills? The rationale for the development of this project was based on two premises. First, our experience has taught us that adult education is not narrow in scope. Students come to us with a wide variety of needs and goals and an equally wide variety of barriers to success. Because of this our staff have found it necessary to broaden their perspectives and become responsive to the holistic needs of our students if we are to have them reach their goals. Our students are not "traditional" learners in many senses of the word. Very few of them learn best by being lectured to (which is the primary system used in education). More succeed with a hands-on approach or visual method. They, historically, have not been comfortable with the institution of learning. It was difficult for them when they were in public school and it has not become any easier for them as parents of children in public school. They worry when their children are not learning or having problems learning. In discussing the issue, we found that often times our students did not feel comfortable enough with their own learning process to help their children. Thus, we sought to make them aware of different learning styles.

The second premise for our rationale was the lack of self-esteem on the part of ABE parents. They felt they could never speak to teachers; they were not on the same "footing". For that reason, we also chose to concentrate on the area of self-esteem in the role of advocating.

Our project was based on the premise that we would access the expertise of several speakers by having them discuss various issues with the ABE parents. Our goal was to help empower our students to deal with the issues they faced with their children. This empowerment should promote a total enhancement of the student's self-esteem and remove some of the feelings of helplessness and lack of control that often accompanies these issues.

As a result of the training that these parents received they are now able to identify learning skills and feel more comfortable advocating on behalf of their children. Not only will this aid them in helping their children, but it will also benefit them in their own classroom training.

The long term results of this project should greatly enhance the adult education services we provide. Students now have practical tools to aid them in learning and teaching their own children.

GOALS AND OBJECTIVES

The goal of the "Teach Your Children: Learning Differences" project was to aid parents in identifying their own, as well as their children's, learning styles, and improve their advocacy skills.

Objectives for "Teach Your Children: Learning Styles" were:

- 1) to modify "Self-Esteem for Parenting" into a series of three evening workshops which would do the following:
 - a) help ABE parents to identify different learning styles so that they can improve their own skills and the study habits of their children.
 - b) improve the ability of ABE parents to advocate for themselves and their children.
 - c) build confidence in ABE parents and teach them how to build self-esteem in their children.
- 2) to serve at least 15 - 20 ABE parents.
- 3) to assess by use of pre- and post-assessments.
- 4) to produce a final report.

PROCEDURES

The general design of "Teach Your Children: Learning Differences" was in 3 phases.

The first phase of the project consisted of recruiting participants and planning the curriculum, which was an adaptation of the "Self-Esteem for Parenting" program developed by the Center for Literacy in Philadelphia.

Phase two consisted of the delivery of the three workshops. Each two hour evening workshop was led by a speaker and childcare was provided for the students by volunteers.

The first workshop focused on learning styles. Parents, using several learning style exercises, were able to identify their own learning process. They learned how to identify their child's learning style and to use activities which would use that style to the child's best advantage.

The second workshop concentrated on communication and advocacy skills. Author Pamela Weinberg illustrated how to effectively speak to a child's teacher. She included communication techniques as well as self-esteem issues.

The third and final workshop addressed assertiveness and self-esteem issues. Assertive discipline techniques, along with practical listening skills, were discussed.

Phase three consisted of follow-up and the preparation of the final report documenting the outcome of the project. During the follow-up, a final workshop was held. Jumparoo, a robotic, purple kangaroo produced as part of a 353 project, was invited to interact with the children. The children were

gathered for a story read by instructor, Penny Willard. As Willard read, Jumparoo participated in the storytelling process with the children. At the same time, parents attended a separate workshop which taught them methods to utilize when reading to their children.

RESULTS

Objectives 1 and 2

To modify the "Self-esteem in Parenting" curriculum in order to help 15-20 ABE parents: a) identify different learning styles so that they can improve their own skills and the study habits of their children. b) to improve the ability of ABE parents to advocate for themselves and their children. c) to build confidence in ABE parents and teach them to do the same for their children.

Eighteen ABE parents participated in the series of workshops. They each identified their own learning styles and obtained information which would enable them to identify that of their child. They also received tips on how to use the learning style as an asset in learning (see Appendix).

Through the use of speaker Pamela Weinberg's information, students gained valuable tips to help them advocate on their child's behalf (see Appendix).

Parents were able to gain information on self-esteem. Through the use of post assessments, we were able to find that the workshops did indeed help in this area (see Appendix).

Objective 3

To assess by pre- and post- tests each student.

Pre- and post- assessments were successfully utilized.

Objective 4

To produce a final report.

A final report was produced and will be disseminated.

EVALUATION

Evaluation of the project was based upon several factors:

1) "Self-Esteem for Parenting" developed by the Center for Literacy in Philadelphia was successfully modified for use in the workshop series.

2) Eighteen parents were served, surpassing the goal of 15.

3) Pre- and post-assessment data showed that students went away from the workshops with an improved sense of their advocacy skills and new insights into working with learning differences.

4) A final report was produced and will be disseminated by the Pennsylvania Department of Education, AdvancE, and the Tuscarora Intermediate Unit.

DISSEMINATION

This project will be available for dissemination through:

Bureau of Adult Basic and Literacy Education Programs
Pennsylvania Department of Education
333 Market Street
Harrisburg PA 17126-0333

and

Advance
Pennsylvania Department of Education
333 Market Street
Harrisburg, PA 17126-0333

Specific questions should be directed to:

Carol Molek
Adult Education and Job Training Center
1 Belle Avenue MCIDC Plaza Bldg. 58
Lewistown, PA 17044

CONCLUSIONS/RECOMMENDATIONS

Everyone involved in the project feels it was extremely beneficial. It allowed us to address areas of our students' needs not previously met. It provides the students with practical tools to use in theirs and their children's education.

We would highly recommend that this type of program be made available throughout the state. In addition, we would like to see School District teachers and administrators involved in future workshops. It would serve to increase the "comfort" factor immensely for students as they got to know teachers and administrators. It allows the student to see their own particular learning style as an advantage rather than a hindrance. In doing so, their self-esteem is aided and they are better able to help not only themselves, but also the next generation realize their full potential.

APPENDICES

OUTLINE WORKSHOP 1: HOW DO YOU LEARN BEST

- I. Introduction
 - A. Instructor
 - B. Program Objective - 3-part series of workshops which will help you:
 - 1) identify your own best learning style
 - 2) improve your ability to advocate for yourself or your children.
 - 3) build confidence and self-esteem.
 - 4) fill out Pre-Course Questionnaire
 - C. Workshop 1 Objective - Focus on Learning Styles
 - 1) identify your own learning style
 - 2) how does this relate to study skills
 - 3) communicating with your children to get at the root of their learning problems
 - D. Icebreaker
 - 1) Must introduce one person to the rest of the group. Pay attention to their hobbies and how they learned them. You may do the introduction any way you like:
 - a) Write down comments and read them
 - b) Write down comments and pass around
 - c) Draw a picture
 - d) Tell a story
 - 2) Do the introductions and discuss why they chose the method that they did.
- II. Learning Styles
 - A. Use any of the following learning style inventories:
 - Learning Styles Inventory from Sonbucher, Gail Murphy. Help Yourself: How to take advantage of your learning styles. New Readers Press: NY, 1991.
 - Learning Styles Inventory from Knaak, William C. Learning Styles: Application in Voc. Ed. Ohio State Univ.: Ohio, 1983.
- III. Homework and kids
 - A. Utilize information from Sonbucher's Help Yourself and discuss the following
 - 1) work environment
 - 2) organization and time management
 - 3) memory
 - 4) listening
 - 5) pronunciation
 - 6) reading comprehension
 - 7) writing
 - 8) math
 - 9) test taking
 - B. Communication
 - C. Activities- adapted from "Self-Esteem for Parenting"
- IV. Close
 - A. develop activities to use with your child
 - B. The way you view school affects the view your child will take.

Pre-Course Questionnaire for Participants TEACH YOUR CHILDREN

NAME: _____ DATE: _____

AGE: _____ MARITAL STATUS: _____

HIGHEST GRADE COMPLETED:	High School	College	Post Graduate
	9 10 11 12	1 2 3 4	1 2 3 4 5 6

NUMBER OF CHILDREN: 0 1 2 3 4 more Ages:

DO YOU:	Live with Relatives?	☐ yes	☐ no
	Rent an Apartment?	☐ yes	☐ no
	Own a House?	☐ yes	☐ no

Rate yourself on the following attitudes:

1. Ability to say no when I want to

very poor									excellent
1	2	3	4	5	6	7	8	9	10

2. Attitude that it is I who control my life's course:

completely disagree									excellent
1	2	3	4	5	6	7	8	9	10

3. Ability to make important decisions for myself:

very poor									excellent
1	2	3	4	5	6	7	8	9	10

4. Attitude of confidence in my ability to solve problems:

very poor									excellent
1	2	3	4	5	6	7	8	9	10

5. Ability to relax:

very poor									excellent
1	2	3	4	5	6	7	8	9	10

6. Attitude that I can feel good just being me:

completely disagree									completely agree
1	2	3	4	5	6	7	8	9	10

7. Ability to communicate with others, and to state my own feelings and opinions:

very poor									excellent
1	2	3	4	5	6	7	8	9	10

8. Attitude of optimism and hope as opposed to depression and despair:

very negative									very positive
1	2	3	4	5	6	7	8	9	10

9. Ability to understand my temperament and how it relates to my actions and behavior:

very poor									excellent
1	2	3	4	5	6	7	8	9	10

10. Ability to discover my most appropriate learning style:

very poor									excellent
1	2	3	4	5	6	7	8	9	10

11. Attitude of confidence in my ability to succeed in an educational environment:

very negative									very positive
1	2	3	4	5	6	7	8	9	10

Explain what you would do in the following situations:

1. Your child throws a temper tantrum in public. How do you handle the situation?

2. You learn that your child is a kinesthetic learner. List 2 activities that will help prepare your child for school.

3. Your child's math grade drops 2 letter grades this marking period. What do you do? _____

4. Your child comes home from school and says the teacher calls him/her a "pet" name. What do you do? _____

5. You discover that your child is being taught information with which you do not agree. What do you do? _____

6. Your shy son seems more and more withdrawn every day. What do you do? _____

OUTLINE WORKSHOP 2: KNOW YOUR SCHOOLS

- I. Introduction
 - A. How well do you know your child and his/her best interests?
 - B. Communication- how can you get those needs across to teachers?
- II. Packet of Activities
 - A. Activities to use with your child
 - B. Ways to communicate with teachers
 - 1) phone calls
 - 2) notes and letters
 - 3) conferences and meetings
 - C. Home files for your child
- III. Close

TEACH YOUR CHILDREN

3 FREE Workshops for Parents of School-age Children

How Do You Learn Best?

Learn Your Learning Styles

Monday, October 25

Know Your Schools

Communication and Advocacy Skills

Monday, November 1

Self-Esteem:

Stand Up for Yourself!

Assertive Discipline and Practical Listening

Monday, November 8

All Workshops: 6:30-8:30 p.m.

Call 248-4942

Childcare available on a limited basis

Sponsored by the Adult Education and Job Training Center, PA Department of Education and Community Services Block Grant

Pamela Weinberg "Consulting Pocket"
Harrisburg, PA 1989

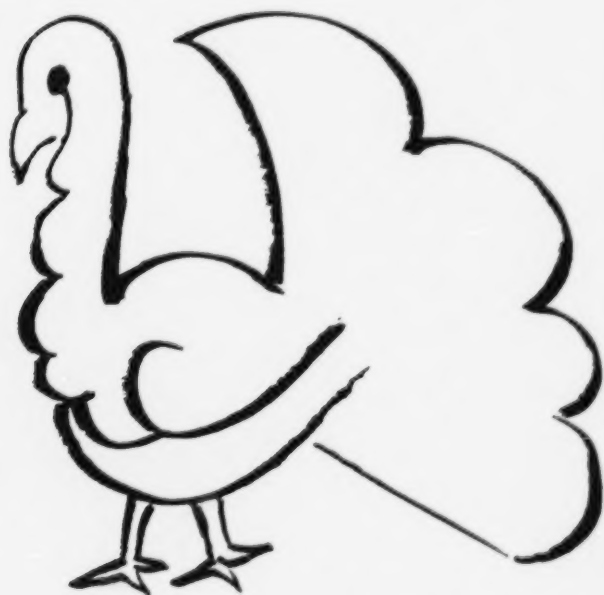
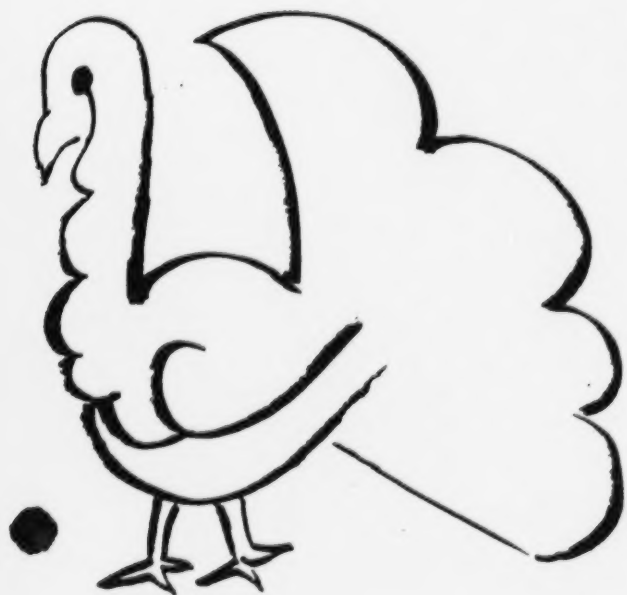
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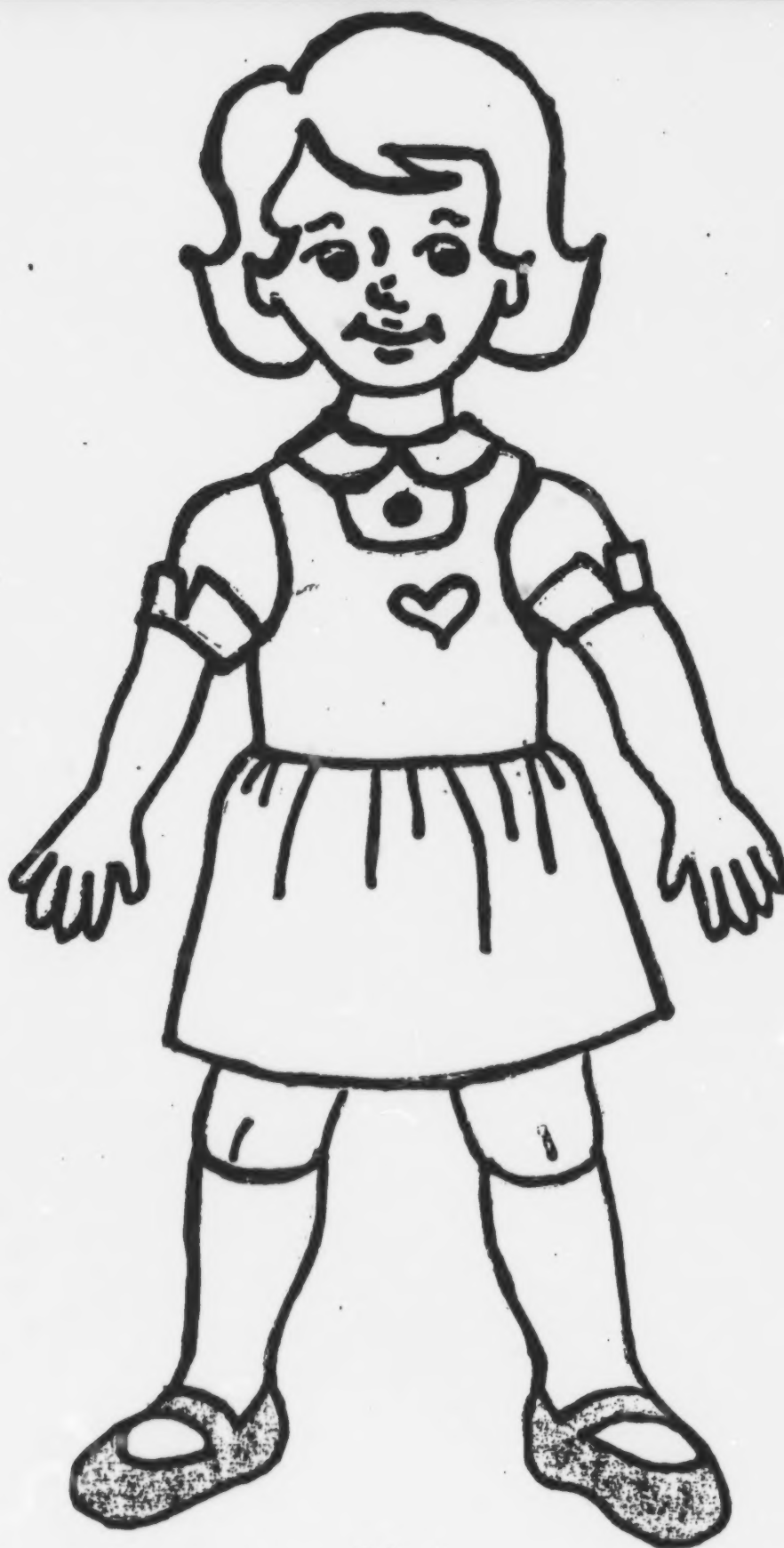
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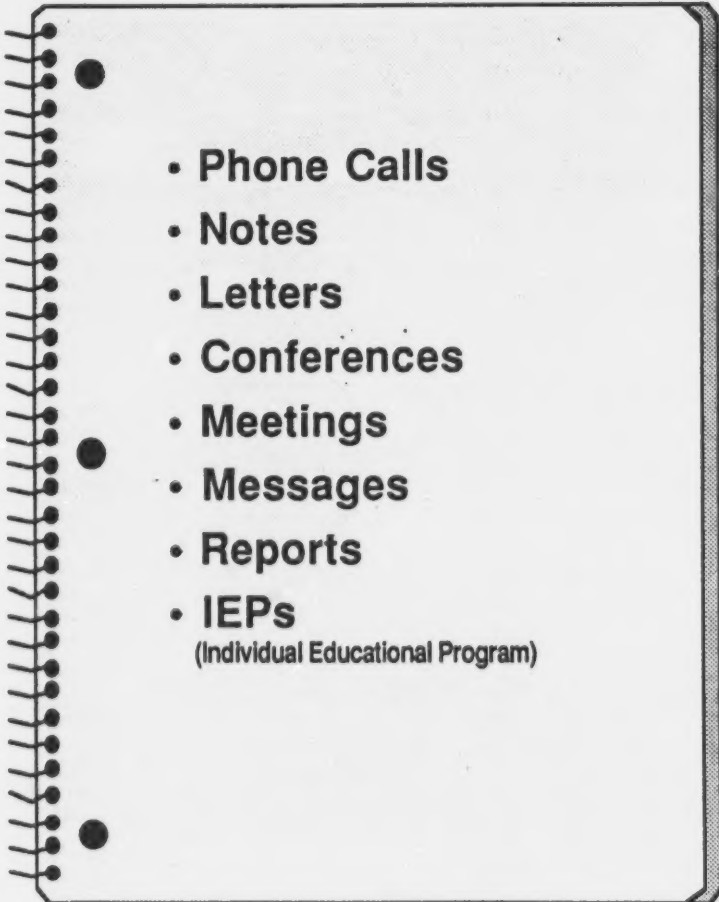


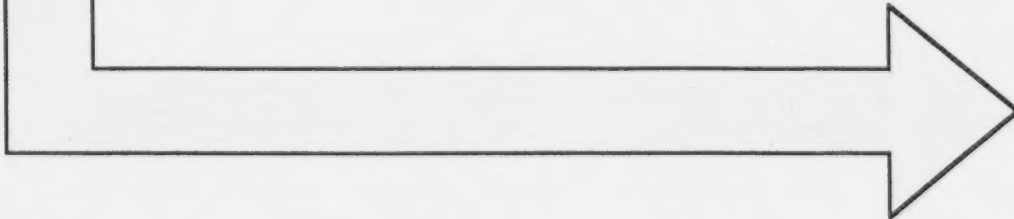
November Goals November Goals





Ways Parents Talk To Teachers

- 
- A spiral-bound notebook is shown with a list of communication methods. The notebook has a spiral binding on the left side. The list is as follows:
- Phone Calls
 - Notes
 - Letters
 - Conferences
 - Meetings
 - Messages
 - Reports
 - IEPs
(Individual Educational Program)

A large, light-colored arrow points from the notebook towards the author's name.

Pamela Weinberg
6/89

Phone Calls



Pamela Weinberg
6/89

Planning ahead

Be sure you know the school's phone number.
Write it down. Keep it near the phone.

Before you call the teacher, think about why you are calling. What do you want to happen? Think about what you want to say. It helps if you write down a few notes.

Before you call, take out a piece of paper and a pencil. Ask yourself these questions:

- Who do I need to talk to today?
- Do I need to call right now, or can I wait?
- How do I expect this phone call to end?
- Am I calm enough to listen?
- What can the teacher do about the problem?
- Do I need to involve other people?
- What plan can the teacher and I work out?
- How can my child help to work this out?

Taking notes can help you spell out the reason for the phone call. When you plan ahead, you will feel more in control.

How to call

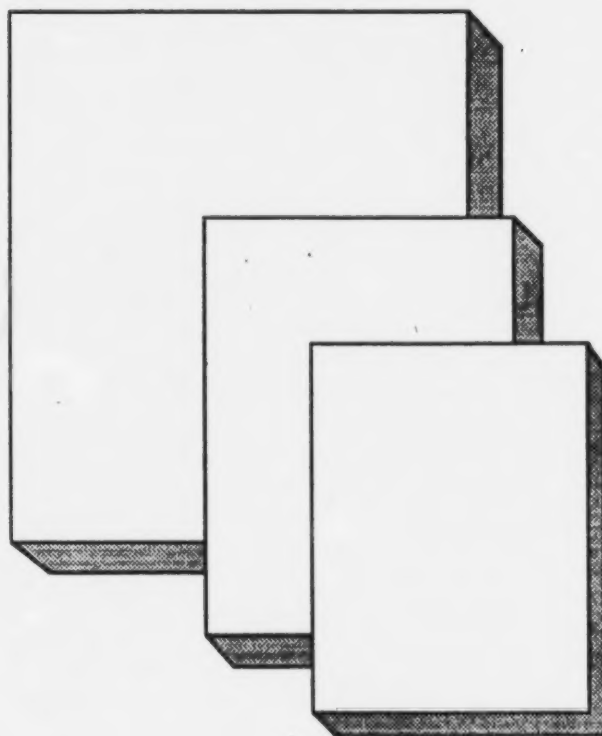
When you call the school, you may reach the operator first. Tell the operator the name of the school your child attends.

"Hello, this is Tracy Goodhart. Please connect with Howard Day Elementary School."

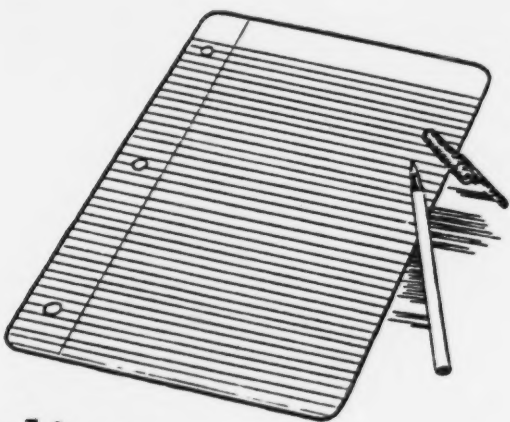
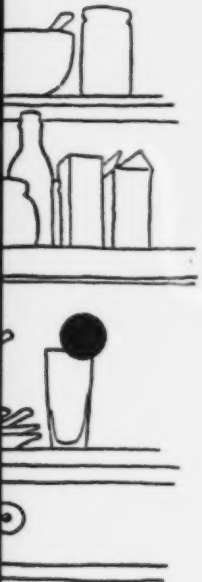
PHONE CALLS

To From	Discussion Topics	Follow-up	Date Time

Notes & Letters



Pamela Weinberg
6/89



2 Sending notes and letters

Sometimes, a phone call is the best way to reach teachers. Notes and letters are good ways to communicate, too. In a note or letter to your child's teacher, you may need to:

- explain why your child was absent
- ask for the homework your child missed while he was sick
- ask to take your child out of school for a doctor's or dentist's appointment
- give permission for a class trip
- follow up on a phone call
- answer a note the teacher has written to you

Conferences & Meetings



Pamela Weinberg
6/89

● HOW DO YOU FEEL ?



aggressive



anxious



bashful



blissful



disappointed



distasteful



ecstatic



enraged



exhausted



frightened



guilty



happy



horrified



hurt



hysterical



idiotic



innocent



interested



jealous



joyful



lonely



miserable



pained



puzzled



frustrated



negative



obstinate



regretful



sad



satisfied

How to follow up after a meeting

Here are some things to do after you meet with your child's teacher:

- Ask the teacher to send home a chart or paper that shows your child's progress.
- Mark the day of your meeting on a calendar. Call after three weeks if you do not hear from anyone.
- Ask for copies of tests and test results. Ask for a copy of any reports. These reports will go into your home file. (See chapter 4.)
- Write down what was said at the meeting. For example, "Mrs. Greenlea wants to keep Paula in third grade for another year."
- Write down how you feel. For example, "I am not sure what to do."





Special Events



September 

February 

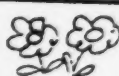
October 

March 

November 

April 

December 

May 

January 

June 



DON'T EVEN THINK OF LETTING
YOUR KID GO TO SCHOOL WITHOUT IMMUNIZATION.

WORKSHOP 3: SELF-ESTEEM: STAND UP FOR YOURSELF!

I. Introduction

A. Talk about parents self-esteem as beginning point.

B. Icebreaker -

- 1) Have students put their name on a card vertically. Each letter will correspond to a word that demonstrates a positive quality of that individual. Example:

K Kind

I Independent

M Motivated

- 2) Have students share with each other and use with children at home.

II. Self-Esteem

A. Define - "What self-esteem is and what self-esteem isn't".

B. Activity - Identification of Wants and Needs

C. Activity - Determining Values

D. Parent and Child Activities - Discuss activities that parents can do with children. Hand out fliers.

- 1) Students are encouraged to home view "Hidden Keys to Successful Parenting: The Gary Smalley Seminar".

III. Close - Handouts to be used at home.

WANTS AND NEEDS

To get in touch with what you believe are the difference between your wants and needs, fill in each blank with either the word "want" or "need". Do not stop to consider your choice. Once you have completed the quiz, review your answers as might a dispassionate observer. Do some of your choices surprise you?

1. I _____ to be first.
2. I _____ to be approved of.
3. I _____ to be the center of attention.
4. I _____ to look good.
5. I _____ to dress fashionably.
6. I _____ to be in control at all times.
7. I _____ money to live well.
8. I _____ to take care of my body.
9. I _____ to enjoy myself.
10. I _____ to feel well.
11. I _____ to share my true feelings.
12. I _____ to feel good about myself.
13. I _____ to laugh and play.
14. I _____ to have a nice car.
15. I _____ to be creative.
16. I _____ friends.
17. I _____ nurturing food.
18. I _____ a satisfying job.
19. I _____ a loving relationship.
20. I _____ opportunities for self-expression.
21. I _____ junk food.
22. I _____ to feel safe and protected.

WHAT IS VALUABLE TO ME?

Religion

Family

Possessions

Reputation

Career

Self-esteem

Health

Country

Money

Fame

Creativity

Friends

Directions:

Cross off the two least important to you.

Next, take off three more that are less important.

Eliminate two more items from the list.

Now remove one more item from the list.

The four remaining items will indicate what and who is valuable to you. Keep in mind there are no correct or incorrect answers. Also, remember that your choices will vary over a period of time.

WHAT SELF-ESTEEM IS
AND
WHAT SELF-ESTEEM ISN'T

Self-Image is _____

Self-Image

I _____

M _____

A _____

G _____

E _____

Self-Esteem is _____

Self-Esteem

E _____

S _____

T _____

L _____

E _____

M _____

Six Power Points

1. All people are motivated.
2. People do things for their reasons not yours.
3. An over extension of a developed area may be an undeveloped area.
4. You cannot motivate anyone. All you can do is create an environment for people to thrive.
5. The number one challenge is communication. Communication challenges arise because people lack high self-esteem. They are afraid to say I don't know so they mask.
6. a. If I know more about me than I know about you, I can control the communication.

b. If I know more about you than you know about yourself, I can enslave you.

Typically, people try to gain self-esteem from external sources, through

- *What they do.* Many people get their self-esteem through work or through doing things for others. They shift from being human beings to human doings. They maybe workaholics.
- *What they have.* Many people collect material possessions. "He who dies with the most toys wins," reads a bumper sticker. They may compete with others, buy a bigger boat than the Joneses.
- *What they know.* Many people try to impress others with information and with the many books they have read.
- *How they perform.* Many people are acutely aware of how they affect others. They operate their lives attempting to achieve a desired effect on others.
- *How they look.* Many people put a great amount of time, effort, and money into their appearance.
- *Who they are with.* Many people think they have to have a "good" partner in order to be okay.

Low self-esteem comes from

- rejection
- conditional love or no love at all
- lack of attention, being ignored, neglect
- not being taken seriously; not being listened to
- disrespect
- emotional abuse, e.g., put-downs, name-calling, ridicule, sarcasm, blaming, humiliation, criticism, threats
- needs not being met
- prejudice
- comparison, perfectionism, always looking for what's wrong
- focusing on externals (appearances, behavior, performance)
- expectations that are too high or too low
- guilt, shame, resentment
- physical and sexual abuse or exploitation

On the other hand, high self-esteem comes from

- acceptance, respect, love
- attention, being taken seriously and listened to
- a feeling of connectedness, belonging, bonding
- honesty (with tact and sensitivity), integrity
- honoring uniqueness
- authentic expression of feelings
- encouragement, support, appreciation, believing in
- high and attainable expectations
- a sense of personal power; having choices
- being responsible, competent
- being healthy and fit
- affectionate and appropriate touch
- forgiveness; allowing, and learning from mistakes
- having meaning in life, a sense of purpose
- a sense of connection with a Higher Power (spirituality)
- safety, security
- gratitude
- laughter and play

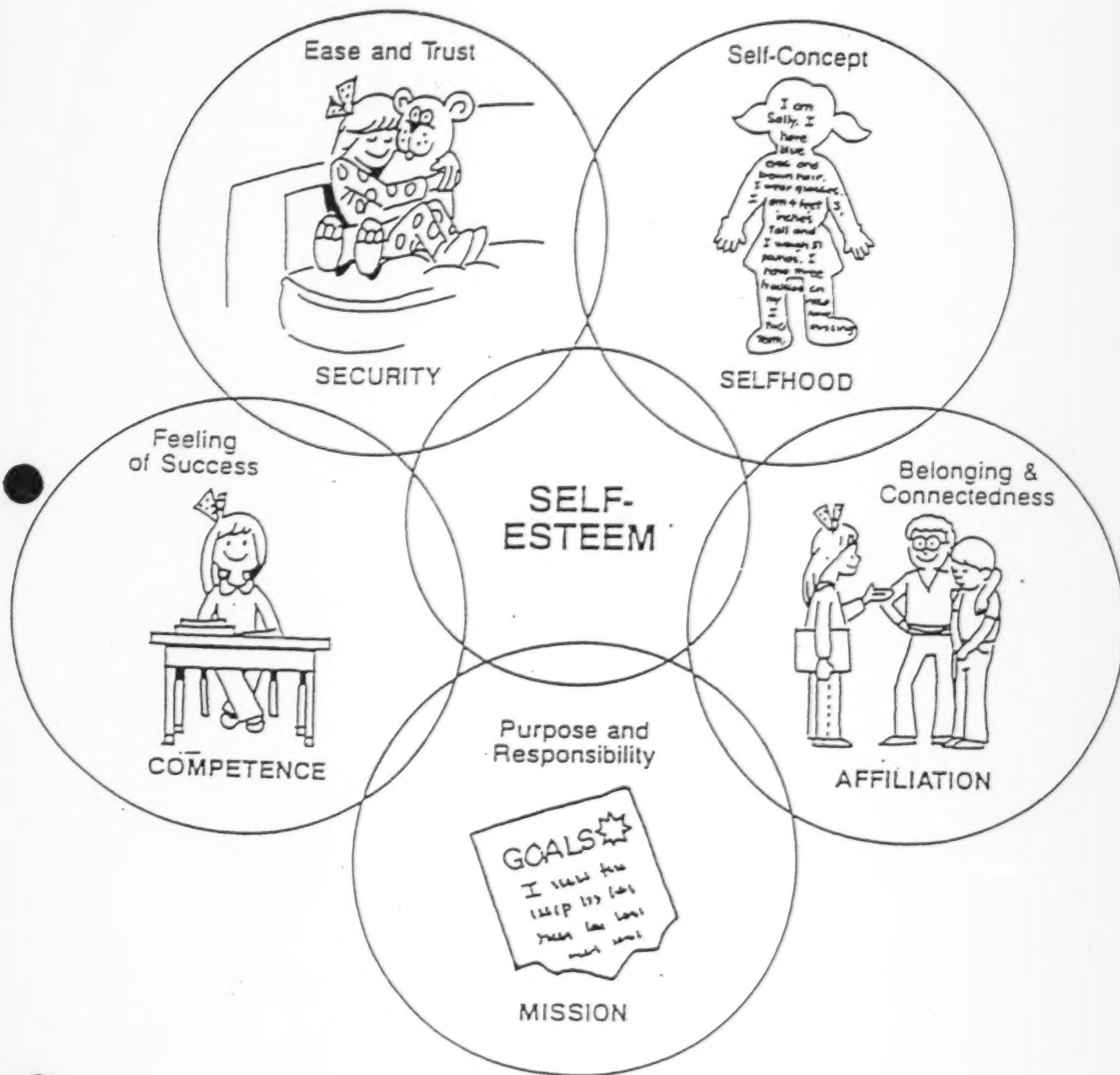
QUALITIES OF HIGH SELF-ESTEEMING PEOPLE

- High moral and ethical sensitivity.
- Strong sense of family.
- Success in interpersonal relationships.
- Perspective of success viewed in terms of inter-personal relationships, not in crass materialistic terms.
- More productive on the job.
- Lower incidents of chemical addictions.
- More likely to get involved in community, social and political activities.
- Generous to charitable institutions and relief causes.

SOME SENSIBLE WAYS TO BOOST SELF-ESTEEM

- Learn something new everyday even if it's only a new word or the name of an important person where you work.
- Do something everyday that you do very well. No matter how insignificant it may seem, any accomplishment enhances self-esteem.
- Cultivate relationships with people who make you feel important – people whose accomplishments you admire. Their winning attitudes can be contagious.
- Remove from your life, if possible, anybody who consistently puts you down. Don't spend time with such people.
- Change those things about yourself and your immediate environment which bother you. As for troublesome things that can't be changed, stop brooding over them.
- Accept Compliments - always say thank you or words to that effect.
- Give Compliments - one of the easiest ways to feel good about ourselves is to recognise the beauty in others.
- Treat Your Body Well - it is the only one you have got. Everything we do affects everything else. Exercise and nourish it well.
- Read books which give you ideas and inspiration.
- ALWAYS PICTURE IN YOUR MIND HOW YOU WANT TO BE, NOT HOW YOU ARE. YOU WILL THEN NECESSARILY GRAVITATE TOWARD YOUR DOMINANT THOUGHTS.

THE FIVE-COMPONENT MODEL FOR SELF-ESTEEM





Reading Together

Title of Book

Author

Animal
Sounds:

Gestures:

Repeated
Parts:

Props:

Costumes:



Planning a Successful Activity

The following activity will help when planning a learning activity to do with children. If you think and plan ahead, the activity can be educational and fun.

Name of Activity _____

What do you know about the activity? _____

Who do you know who does this activity? _____

What questions do you have? _____

Where could you find the answers? _____

How much time do you want to spend on the activity? _____

How much time will you need to spend? _____

What will you have to give up? _____

What are the costs for equipment or fees? _____

Why do you want to try this activity? _____

Are there any ways to try the idea out a little at a time? _____



Responsibility Worksheet

What needs to be done

Who does it

Who could do it

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Ideas for how to make these changes:



Sample Calendar

Month _____

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday



Learning Together

Things I Want To Learn

Things I Would Like
You to Help Me With



Calendar

	Parenting Responsibilities	Other Responsibilities	Personal Time
Day 1			
Day 2			
Day 3			
Day 4			
Day 5			
Day 6			
Day 7			



Homework Rule Sheet

Child's Name _____

Study Place _____

Study Time _____

Study Rules _____

Parent's signature _____

Date _____

Child's signature _____

Date _____



Calendar

	Homework Time	Chore Time	Personal Time
Day 1			
Day 2			
Day 3			
Day 4			
Day 5			
Day 6			
Day 7			



Everyday Learning *

<u>Everyday Situation</u>	<u>Learning Question</u>
Example: <u>Putting away groceries</u>	<u>Which containers are round? Which are square?</u>

* Adapted from Families and Learning



What To Say Instead Of, "Who Won?"

What we know about children and sports	Alternative questions to ask
they like to learn and master skills	<i>Did you learn anything new today?</i>
they like to feel good about what they do	
it is the effort, not the perfected skill that makes them feel good	
they like their parents to watch and feel proud	
winning is at the bottom of the list in terms of importance	



Learning Journal Entry - Games and Sports

The game I like best: _____

What I like about this game: _____

The person or people I like to play with: _____

The sport I like best: _____

What I like about this sport: _____

The person or people I like to play with: _____



Things to Make with Children

A KINDNESS JAR

This makes a nice gift children can make for their parent or grandparent, or a project to do together as a family. Help children write up some promises on small pieces of paper. It's a family project—parents should write some promises too. For example: I will help mom with the dinner tonight. I will read 2 books to Aneika. I will take the dog for a walk. I will try not to fight with my brothers and sisters today. Put all of the folded promises in a decorated jar or box. Everyone picks a promise to do each day.

HOMEMADE BOOKS

Create a book using your children's drawings or pictures from magazines. Start with one picture and write a sentence or more about it. Add more pictures and more sentences to create a story. You can tell stories about things that have happened in your family, or make up new stories. Help the children with writing as they need it.

SCRIBBLE DRAWINGS

Start scribbling a design on a piece of paper. Then ask your children to make a picture of the scribble. They can color it in as a design or add eyes to make a face, or whatever. Take it a step further by writing, together, about the drawing.



Family Activity Ideas

Put a star by the things you and your children would like to do.

1. Clean the house and decorate for a holiday.
2. Make cookies and other things that are easy and fun to bake.
3. Make something together such as the Kindness Jar, Homemade Books, or Scribble Drawings described on page 124.
4. Make flashcards with numbers, words, letters.
5. Study the alphabet and other school work with them.
6. Take a walk with them.
7. Work together to plan menus and activities for the week. Record these plans on a calendar. (See the activities for calendars, pages 73-74 and nutrition, pages 82-83.)
8. Watch a TV show together and discuss the program or play Nintendo together.
9. Plan special times to spend together for reading.
10. Help children to write thank you notes or postcards to family or friends.
11. Go to the library to check out some books and videos.
12. Plan overnight trips to a relative's or friend's house and record the dates on a calendar.
13. Encourage children to get involved in sports or choirs and help them practice.
14. Plan quiet times together to rest or nap when children get moody or cranky.
15. Take trips to museums, the zoo, or restaurants that are free or not too expensive.

Edible Alphabet

Learning to recognize letters of the alphabet is not only fun, but it tastes good if you shape the ABCs out of things your children like to eat.

- Pancake Letters

Make pancake batter, but instead of pouring the batter onto the griddle in circles, make the shapes of letters. These skinny pancakes cook quickly. Let your child help flip and serve them.

- Cookie Letters

Make your favorite stiff dough for cutout cookies. Roll out the dough and cut out the letters with a knife.

- Cheese Letters

Give your child a slice of cheese. Let the child nibble the cheese to form the letters and shapes. Have him tell you what he's made. You can do the same with a piece of bread or a sandwich.

Sandpaper Letters and Numbers

Cut letters a to z from sandpaper squares. Your child can not only see the letters, he can feel them!

Do the same for numbers. 65

58. Story Lines

Why? To help improve reading and writing skills.

What? pencil
paper

- How?**
1. The parent makes up the first line of a story and writes it down.
 2. The child makes up the second line of the story and writes it down.
 3. The parent writes the third line.
 4. Take turns writing a line until the story has an ending.

Here is the beginning of a story to get you started. Finish it, then try your own on other paper.

Parent: Once upon a time there was a big, shaggy, brown dog and a little boy.

Child: The little boy and the dog are friends.

Parent:

Child:

Parent:

Child:

Parent:

Child:

CHILDREN LEARN WHAT THEY LIVE

IF A CHILD LIVES WITH CRITICISM, HE LEARNS TO CONDEMN.

IF A CHILD LIVES WITH HOSTILITY, HE LEARNS TO FIGHT.

IF A CHILD LIVES WITH RIDICULE, HE LEARNS TO BE SHY.

IF A CHILD LIVES WITH SHAME, HE LEARNS TO FEEL GUILTY.

IF A CHILD LIVES WITH TOLERANCE, HE LEARNS TO BE PATIENT.

IF A CHILD LIVES WITH ENCOURAGEMENT, HE LEARNS CONFIDENCE.

IF A CHILD LIVES WITH PRAISE, HE LEARNS TO APPRECIATE,

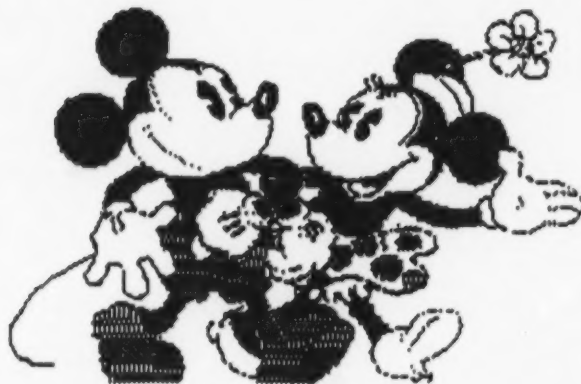
IF A CHILD LIVES WITH FAIRNESS, HE LEARNS TO JUSTICE.

IF A CHILD LIVES WITH SECURITY, HE LEARNS TO HAVE FAITH.

IF A CHILD LIVES WITH APPROVAL, HE LEARNS TO LIKE HIMSELF.

IF A CHILD LIVES WITH ACCEPTANCE AND FRIENDSHIP,

HE LEARNS TO FIND LOVE IN THE WORLD.

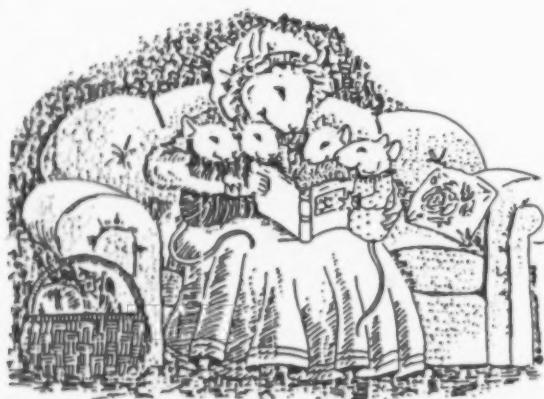


Reading Fun

- While waiting in line at the supermarket, ask your child to read the back of the cereal box.
- As you clip coupons from newspapers or flyers, ask your child to group them by category: foods, paperproducts, etc.
- As you prepare a meal, have your child read the recipe and do some of the tasks.
- When walking by signs or looking at newspapers, cereal box, etc. have child find letters in his name, etc. (Highlight or circle certain letter in newspaper Ad or headlines.)
- Encourage the whole family to post notes, cards, schoolwork on the refrigerator for all to read.
- Have a book-nik. Pack a lunch, a blanket and books for each member of the family. Go to a park and read outdoors.
- Stories on the go. Record favorite stories or have your children record them on cassette tapes for use in the car.
- Put notes in your child's school lunchbag.
- Play games with your child.

Seven Reasons to Read To Your Children

1. Because when you hold them and give them this attention, they know that you love them.
2. Because reading to them will encourage them to become readers.
3. Because children's books today are so good that they are fun even for adults.
4. Children's book illustrations often are the best, giving them a lifelong feeling for good art.
5. Because, until they learn to read for themselves, they will think you are magic.
6. Because for that short space of time, they will stay clean and quiet.
7. Because, if you do, they may then let you read in peace.



● **There's always room for a book.**

Books make waiting easier for everyone. Don't leave home without one.

- Carry a book in the baby's diaper bag
- Bring books to doctor's and dentist's offices
- Keep books in the car for kids. Let one parent read while the other drives.

When and Where to read

- at bedtime
- while in the bathtub
- while on the potty chair
- when you're waiting
- while you are riding in the car
- when you are shopping
- Anytime! Anyplace!

Reading aloud may be the most important thing you can do to help a child develop a love of reading and reading skills.

Reading aloud is for everyone: mothers, fathers, aunts, uncles, big brothers, big sisters, grandparents, friends!

Post-Course Questionnaire for Participants TEACH YOUR CHILDREN

NAME: _____ DATE: _____

AGE: _____ MARITAL STATUS: _____

HIGHEST GRADE COMPLETED: High School College Post Graduate
 9 10 11 12 1 2 3 4 1 2 3 4 5 6

NUMBER OF CHILDREN: 0 1 2 3 4 more Ages: _____

DO YOU: Live with Relatives? ☐ yes ☐ no
 Rent an Apartment? ☐ yes ☐ no
 Own a House? ☐ yes ☐ no

Rate yourself on the following attitudes:

1. Ability to say no when I want to

very poor excellent
 1 2 3 4 5 6 7 8 9 10

2. Attitude that it is I who control my life's course:

completely disagree excellent
 1 2 3 4 5 6 7 8 9 10

3. Ability to make important decisions for myself:

very poor excellent
 1 2 3 4 5 6 7 8 9 10

4. Attitude of confidence in my ability to solve problems:

very poor excellent
 1 2 3 4 5 6 7 8 9 10

5. Ability to relax:

very poor excellent
 1 2 3 4 5 6 7 8 9 10

6. Attitude that I can feel good just being me:

completely disagree completely agree
 1 2 3 4 5 6 7 8 9 10

7. Ability to communicate with others, and to state my own feelings and opinions:

very poor									excellent
1	2	3	4	5	6	7	8	9	10

8. Attitude of optimism and hope as opposed to depression and despair:

very negative									very positive
1	2	3	4	5	6	7	8	9	10

9. Ability to understand my temperament and how it relates to my actions and behavior:

very poor									excellent
1	2	3	4	5	6	7	8	9	10

10. Ability to discover my most appropriate learning style:

very poor									excellent
1	2	3	4	5	6	7	8	9	10

11. Attitude of confidence in my ability to succeed in an educational environment:

very negative									very positive
1	2	3	4	5	6	7	8	9	10

Explain what you would do in the following situations:

1. Your child throws a temper tantrum in public. How do you handle the situation?

2. You learn that your child is a kinesthetic learner. List 2 activities that will help prepare your child for school.

3. Your child's math grade drops 2 letter grades this marking period. What do you do?

4. Your child comes home from school and says the teacher calls him/her a "pet" name. What do you do?

5. You discover that your child is being taught information with which you do not agree. What do you do?

6. Your shy son seems more and more withdrawn every day. What do you do?

PERSONAL CHANGES:

Since taking this course, I have made the following changes:

1. Plan to go back to school
2. Plan to go back to work
3. Scheduled more time for my own pursuits
4. Became more assertive with my children/associates
5. Became more assertive with a parent or in-law
6. Became more assertive elsewhere
7. Started a project
8. Improved my physical well-being (more exercise, weight loss, stopped smoking, etc.)
9. Made an important decision for myself
10. Other
11. No significant change occurred

Have you made any other positive changes since taking the course?

What was the most helpful thing you learned?

How could the class have been improved?

How effective was the leader at:

poor

fair

good

excellent

1. Communicating her
ideas
2. Conveying a sense of her
own self worth
3. Serving as a positive
role model

Pre-and Post-Course Questionnaire Compilation

Of the 15 students* who completed a pre-course questionnaire, the following information was obtained:

single parents	8
married parents	7
parents with GED or diploma	11
parents with some college	4
renters	12
homeowners	2
living with relative	1

On a scale of 1-10 (being very poor and 10 being excellent) the parents rated themselves on the following:

	<u>Pre</u>		<u>Post</u>	
	1-5	6-10	1-5	6-10
1. Ability to say no when I want to	8	7	4	5
2. Attitude that it is I who control my life's course	7	8	2	7
3. Ability to make important decisions for myself	3	12	3	6
4. Attitude of confidence in my ability to solve problems	3	12	2	7
5. Ability to relax	6	9	4	5
6. Attitude that I can feel good just being me	6	9	3	6
7. Ability to communicate with others and to state my own feelings and opinions	7	8	2	7
8. Attitude of optimism and hope as opposed to depression and despair	9	6	2	7
9. Ability to understand my temperament	7	8	1	8
10. Ability to discover my most appropriate learning style	6	9	2	7
11. Attitude of confidence in my ability to succeed in an educational environment	6	9	2	7

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